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BULLETIN TO THE SCHOOLS

In this issue:

Regents Ban Communists

Cooperative Boards Improve Schools for Rural Youth

October 1953

VOLUME 40
NUMBER 2

THE UNIVERSITY OF THE STATE OF NEW YORK

COVER PICTURE: Teacher and Pupil Talk Over a Project at Cato-Meridian Central School.

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor* MILDRED HAND, *Assistant*

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Bulletin to the Schools

VOLUME 40 OCTOBER 1953 NUMBER 2

Regents Ban Communists

Adopt Report of Special Committee Listing Communist Party as Subversive under Provisions of Feinberg Law

CHARLES A. BRIND JR
Counsel to the Board of Regents

HEARINGS HAVE BEEN CONCLUDED BY the special committee of the Board of Regents on the question of the determination as to whether the Communist Party of the United States and the Communist Party of the State of New York should be listed by the Board of Regents under the Feinberg Law as organizations which advocate the overthrow of the Government of the United States by force, violence or other unlawful means.

The special committee, consisting of Regent Welles V. Moot as chairman, and Regents John F. Brosnan and Jacob L. Holtzmann, made its report to the Board of Regents at its September 24th meeting. The committee found that the Communist Party of the United States and the Communist Party of the State of New York are subversive organizations as defined by the law and should be so listed. The Board unanimously voted to confirm and adopt the committee's report as the determination of the Board of Regents and promulgated the listing of the above-named organizations pursuant to the Feinberg Law.

The Board of Regents thus became the first to make a finding that the Communist Party as such does advocate the doctrine of the overthrow of the Government by force, violence or other unlawful means. Previous trials, under such laws as the Smith Act, have resulted in the conviction of individuals, but this is the first finding involving the Communist Party itself.

The duties given to the Regents under the Feinberg Law were two-fold. First, they were required to adopt rules and regulations for the disqualification or removal of teachers or other employes in the public schools of the State who are guilty of treasonable or seditious acts or utterances, or who are ineligible to hold such positions on any of the grounds set forth in section 12-A of the Civil Service Law. These rules were adopted and have been in effect since 1949.

The second requirement of the Feinberg Law, and the one of immediate interest in connection with this report, was the requirement that the Board of Regents, after appropriate notice and hearings, make a listing of organizations which it found to be subversive in that such organizations advocate the doctrine that the Government of the United States or of any political subdivision thereof shall be overthrown by force or other unlawful means, and that membership in

Regents Conduct Public Hearing on Communist Party

On the bench of the Courtroom of the Appellate Division, Third Department, are members of the Regents committee appointed to conduct hearings on subversive organizations; left to right: John F. Brosnan, Chairman Welles V. Moot, Jacob L. Holtzmann. Immediately in front of them are, left to right: Regents Edgar L. Couper, Caroline Werner Gannett and Alexander J. Allan jr. In front of the railing are, left to right: Chancellor John P. Myers and Regents Dominick F. Maurillo, Elwyn L. Smith and Cornelius W. Wickersham. Regents not shown are Chancellor Emeritus William J. Wallin, Vice Chancellor Edward R. Eastman, Roger W. Straus.

any such listed organization should constitute *prima facie* evidence of disqualification for appointment to or retention in any office or position in the public schools of the State. The Regents proceeded, after the law became effective in 1949, to give notice to certain organizations to appear at a hearing. After such hearings were started, at which the Communist Party appeared by counsel, further hearings were suspended during the pendency of a court proceeding instituted to test the constitutionality of the law. In the spring of 1952 the Supreme Court of the United States rendered its decision finding the law constitutional (*Adler* v. *Board of Education,* 342 U. S. 485).

The Commissioner of Education then notified the Communist Party that the public hearing as to such party would be resumed on December 4, 1952. Responding to such notice, the Communist Party duly appeared by counsel and public hearings were held on various days during the period from December 4, 1952, to June 25, 1953. The record of such hearings and the numerous exhibits show that the Communist Party produced witnesses, presented documentary evidence and cross-examined at length the witnesses who appeared against it, and that the hearings were ended only when its counsel stated that all the testimony it desired to submit had been presented.

The committee in rendering its report stated in part:

> The Feinberg Law, (chapter 360, Laws 1949) is not a license for "witch hunting," for a finding of guilt by association, for thought control, for impairment of academic freedom nor for any infringement of constitutional rights. Freedom to advocate changing our form of government into a communistic

state, repugnant as it is to the overwhelming majority of the American people, is part of the American heritage of free speech. But such advocacy must be based upon those lawful, constitutional processes which likewise are part of such heritage. It must not be based upon the advocacy of force and violence to accomplish the desired end, for those who advocate force and violence repudiate the very Constitution under which they claim protection. . . .

The witnesses who accused the party and the witnesses who defended the party all agreed that the Communist Party is based on the principles of Marxism-Leninism. Counsel for the party conceded that the party is "an adherent of the political and economic philosophy or system of Marxism-Leninism." The very first sentence of the preamble to the constitution of the Communist Party of the United States of America (such preamble and such constitution duly adopted as its own by the Communist Party of the State of New York [*State Ex. 18*]) reads:

"The Communist Party of the United State of America is a political party of the American working class basing itself upon the principle of scientific socialism, Markism-Leninism." (*State Ex. 47*)

An earlier edition of that constitution introduced in evidence by the Communist Party put it thusly:

"The Communist Party of the United State of America is a working class political party * * * devoted * * * to preparation of the working class for its historic mission to extend these democratic principles to their necessary and logical conclusion; by the establishment of socialism according to the scientific principles enunciated by the greatest teachers of mankind, Marx, Engels, Lenin and Stalin, embodied in the Communist International." (*Communist Party Ex. 6*)

Many of the writings of Marx, Lenin and Stalin, and of numerous commentators thereon, in evidence in this proceeding, are being used by the Communist Party as the basis of what it teaches, advocates and embraces. They are concededly the "classics" of the Marxist-Leninist principles.

The following are typical examples culled from the three greatest of the Communist prophets: Marx, Lenin and Stalin:

These are the words of Marx:

"The Communists disdain to conceal their views and aims. They openly declare that their ends can be attained only by the forcible overthrow of all existing social conditions. Let the ruling class tremble at a Communist revolution." (*State Ex. 29, p. 44*)

These are the words of Lenin:

". . . the liberation of the oppressed class is impossible not only without a violent revolution *but also without the destruction* of the apparatus of state power, which was created by the ruling class." (*State Ex. 27, p. 9*)

And again:

"The necessity of systematically fostering among the masses *this* and just this point of view about violent revolution lies at the root of the *whole* of Marx's and Engels' teaching. . .

"The replacement of the bourgeois by the proletarian state is impossible without a violent revolution." (*State Ex. 27, p. 20*)

These are the words of Stalin:

"The party is not only the highest form of class association of the proletarians; it is at the same time a *weapon* in the hands of the proletariat *for* the *conquest* of the dictatorship where that has not yet been achieved; *for* the *consolidation* and *extension* of the dictatorship where it has been already achieved. The party would not rank so high in importance and it could not overshadow all other forms of organization of the proletariat if the latter were not face to face with the question of power, if the existence of imperialism, the inevitability of wars and the presence of a crisis did not demand the concentration of all the forces of the proletariat on one point and the gathering together of all the threads of the revolutionary movement to repose them in one hand, to overthrow the bourgeoisie and to establish the dictatorship of the proletariat. The working class needs the party first of all as its general staff, which it must have to effect a successful revolution." (*State Ex. 11, p. 114–15*)

And again:

"'The successful victory over capitalism,' Lenin says further, 'requires a correct relationship between the leading Communist Party and the revolutionary class, the proletariat, on the one hand, and the masses, i.e. all those who toil and are exploited, on the other. Only the Communist Party, if it really is the vanguard of the revolutionary class, if it incorporates all the best representatives of that class, if it is composed of fully conscious and devoted Communists who have been educated and steeled by the experience of stubborn revolutionary struggle, if this party has succeeded in linking itself inseparably with the whole life of its class and through this class with the whole mass of the exploited, and in imbuing this class and *these masses with complete confidence* (My italics. — J. S.) — only such a party is capable of leading the proletariat in the most ruthless, decisive and final struggle against all the forces of capitalism. On the other hand, only under the leadership of such a party is the proletariat capable of developing the full power of its revolutionary onslaught." (*State Ex. 53, p. 43-44*)

We arise from a reading of the "classics" and all the other literature in evidence in this proceeding and a consideration of all the oral testimony adduced therein convinced that force and violence are a *sine qua non* of the Communist faith. We are in full agreement with Judge Hand's conclusion, in *United States* v. *Dennis*, 183 F. (2d) 201 at 212, that:

"The violent capture of all existing governments is one article of the creed of that faith, which abjures the possibility of success by lawful means."

The American followers of these prophets, far from repudiating this creed, have cherished and promulgated it. It is what they advocate, advise, teach and embrace.

Under the rules adopted by the Board of Regents, a report must be filed with the Commissioner of Education by every school district, indicating the measures taken relative to subversive activities, if any, on the part of any of its superintendents, teachers and other employes. Reports have heretofore been required from each school district indicating whether any of its employes have been guilty of subversive activities or membership in an organization which advocates the overthrow of the Government by force, violence or other unlawful means. In the light of the listing by the Board of Regents of the Communist Party of the United States and the Communist Party of the State of New York as subversive organizations, as defined by law, it will now also be necessary for school authorities to certify as to whether they have evidence that any teachers or other employes of the school district are members of such listed organizations, and what steps have been taken by the district to eliminate such personnel from employment by the district.

Therefore, according to the rules of the Board of Regents, evidence of membership in either of these listed organizations after October 4, 1953, constitutes *prima facie* evidence of disqualification for appointment to or retention of any office or position in the school system. Evidence of membership in the listed organizations prior to October 4, 1953, is presumptive evidence that membership has continued, in the absence of a showing that such membership has been terminated in good faith.

The rules of the Board of Regents further provide that the reports of all school districts must be filed by December 1, 1953, with the Commissioner of Education.

The appropriate forms will be furnished to the city, village and district superintendents in the near future. The district superintendents of schools will be responsible for the distribution of such forms to all the school districts within their supervisory district, and the forms, when properly filled out and signed by

(*Concluded on page 53*)

Better Schools for Rural Youth

Boards of Cooperative Educational Services Benefit Many Rural Schools

HARRY W. LANGWORTHY JR
Associate in School District Organization

THE SCHOOL YEAR 1952–53 saw further evidence of steady growth in the development of the Board of Cooperative Educational Services program. As the school year opened in September 1953, there are 46 Boards of Cooperative Educational Services providing programs to pupils in 56 supervisory districts in New York State. These boards will employ the equivalent of 336 full-time teachers.

This program, which began in 1948, has taken a major position in providing shared educational services on a contract basis to schools of the supervisory districts in New York State.

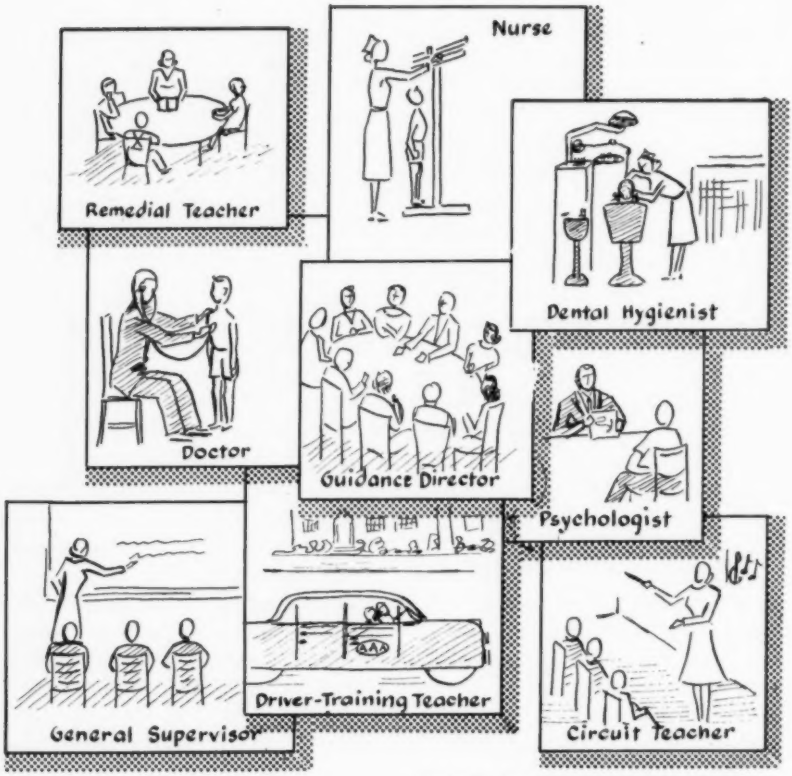
The Board of Cooperative Educational Services is an organization of the school districts of the supervisory district or districts to be served, for the cooperative provision of shared services. As examples of services which are shared, we find dental hygiene teachers, classes for handicapped children, guidance counselors and elementary supervisors. These are only a few of the total of 21 different types of services which are now being provided by some or many of the operating cooperative boards.

The development of cooperative boards has been the result of a series of studies conducted by the Council on Rural Education. These studies, which started in 1944, came about as a result of strong feeling on the part of both farmers and educators that rural boys and girls were not getting all the educational opportunities which they deserved. Despite the fact that the young people in rural and semirural areas were, in many cases, attending central district schools, it was not possible for these schools to provide the type of program and the specific services that larger urban and city school districts were able to provide. As a result of the studies conducted by the council and recommendations made to the Board of Regents and the Legislature, legislation was enacted in April 1948 which made possible the establishment of boards in supervisory districts.

More recent revisions of this law have made possible the establishment of a Board of Cooperative Educational Services which could serve a number of supervisory districts, rather than as provided in the original legislation to serve only one supervisory district.

The mechanics of sharing services varies with the type of service. Shared music, art or nurse teachers, for example, circulate among the sharing schools according to some definite schedule. This might call for a specific number of half days' service each week in each school. By contrast, a shared dental hygiene teacher might be scheduled to work in one school district until the work there was completed, moving on then to the next sharing school. Over-all supervisory type services, such as that given by an elementary supervisor, a guidance coordinator and a reading consultant, might well operate on a loose, flexible arrangement to provide for continuity of operation within

Services to School Districts



Reprinted from Rural Leadership and Service — A Study of the District Superintendency

the sharing schools for a period of consecutive days, or even weeks, according to need. There are a few situations where pupils, rather than the teacher, move for convenient, economical operation of an agriculture, shop or homemaking program, or class for handicapped children.

The Board of Cooperative Educational Services is an organization which may be accomplished with a reasonable degree of ease. The Commissioner of Education is authorized to establish a Board of Cooperative Educational Services for one or more supervisory districts upon the request of the school board members, school district trustees and the school directors of the supervisory districts which are to be served. Upon establishment of such a board, this group of school officials, from all the supervisory districts involved, meets and elects a five-member Board of Cooperative Educational Services, whose functions are the same as those of a board of education in a union free or central school district. The district superintendent serves as the executive officer where only one supervisory district is involved. The district superintendents and the

president of the board act as an executive committee where the board serves more than one supervisory district.

It has not been held that cooperative boards would provide services that are normally the responsibility of local school districts. The State Education Department is required by law to review and approve anticipated programs. Each service is examined in light of specific criterions to assure that the service is truly a shared service and that each sharing school is entitled to share, rather than provide, such a service full time to its own pupils. Recognized minimum standards with respect to number of pupils served by a teacher are applied to the analysis and approval of shared services programs.

The shared services activities of a Board of Cooperative Educational Services are financed by joint local support and state aid. The board employs the teachers and other professional personnel which are shared by the schools requesting services from the board. The fact that a school is in a supervisory district served by such a board does not make it mandatory for such a school to receive services. The services are arranged for between the board and the school district on a definite contractual basis. Each participating school district pays to the cooperative board an agreed sum for support of the programs provided to that particular school district.

The year after services have been provided, the State reimburses the cooperative board in terms of a definite formula. State aid apportioned is proportionate to local tax effort. A school district with a high tax rate receives a proportionately higher amount of state aid than a school district with a low tax rate. As examples of state aid, a school with a tax rate of six mills or lower on true valuation would not receive any state aid, a school district with a tax rate of 12 mills on true valuation would receive 50 per cent aid, while a school district with a tax rate of 18 mills on true valuation would receive state support for two-thirds of its approved cooperative board program costs.

The growth of cooperative board programs, in fact, the basic idea behind the cooperative board programs, has resulted from the lack of sufficient pupil enrolment or financial backing to warrant the employment, by individual school districts, of specialized teachers or specialized personnel of the type needed in many of these schools. The sharing of services by two or more school districts, through cooperative board operation, has made it possible for many thousands of school pupils to receive the benefit of specialized health and other services.

It is expected that in the immediate future there will be a wider recognition of the efficacy of this type of organization as an instrument in helping to meet the needs of our young people.

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School Plans Approved

The volume of work processed by the Division of School Buildings and Grounds in 1952–53 topped all previous records. The Division released the Commissioner's approval on 367 projects. Of these, 223 cost more than $25,000 each and a total of $139,000,000. There were 144 costing less than $25,000 each and totaled $1,280,000.

Plans for new school buildings and major additions approved during September 1953 include the following:

Mattituck, addition to high school, $277,570

Pocantico Hills, alterations and addition to central school, $695,000

Mannsville, addition to central school, $250,000

North Bellmore, new elementary school, $1,225,000

Sodus, addition to central school, $118,000

Perry, alteration to existing building and new high school, $1,699,000

Croton, new elementary school, $588,000

The Department Goes to the Fair

Pupils Demonstrate Industrial Arts Work at the State Fair

AGAIN THIS YEAR the united efforts of three sponsoring groups — the Central New York Industrial Arts Teachers Club, the New York State Steering Committee for Industrial Arts and the Bureau of Industrial Arts Education of the State Education Department — arranged an exhibit of industrial arts education at the State Fair in Syracuse. Many school superintendents, principals, teachers and pupils gave active assistance. William Barnes of Solvay High School and Robert Ullery of Elbridge Central School, representatives of the Central New York Industrial Arts Teachers Club, were co-chairmen of the project.

The exhibit consisted of a series of demonstrations of industrial arts work done in the schools of the State. Exhibits included demonstrations in metal working, wood working, practical application of electricity, operation and maintenance of gasoline engines, textiles and printing. One of the feature demonstrations was the printing of a small pocket calendar for distribution to visitors at the booth. Forty thousand of these calendars were distributed during the eight days of the fair to visitors, who showed a lively interest in the exhibit.

The operation of demonstrations in the industrial arts booth was made possible

through the efforts of pupils and teachers from the following schools: Baldwinsville Central School, Cato-Meridian Central School, Colton-Pierrepont Central School, East Syracuse High School, Elbridge Central School, Endicott City Schools, Steuben School Shop Center, Herkimer; Homer Central School, Jordan Central School, Liverpool High School, Lyncourt School, Syracuse; North Syracuse Central School, Mynderse Academy, Seneca Falls; Sherburne Central School, Sodus Central School and Solvay High School.

The steering committee, representative body of all industrial arts teachers clubs in the State, gave financial assistance for the operation of the exhibit.

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Plans in the Making

A committee of the Citizens Advisory Council on Readjustment of High School Education prepares for the council's November meeting: (left to right) Acting Associate Commissioner Frederick J. Moffitt; Louis Hollander, State C. I. O. Council; Edward S. Foster, Farm Bureau Federation; Mrs James W. Kideney, council chairman; J. Stanford Smith, General Electric Company.

What Do We Do All Day?

GEORGE K. STONE
Chief, Bureau of Secondary Curriculum Development

LAST TUESDAY UNCLE HERKIMER and Aunt Polly stopped on their trip East to spend the night with us. In the morning they saw by the automobile map that the State Museum was one of the local attractions to see. When they found that the Secondary Curriculum Bureau and the Museum were located in the same building they insisted upon seeing where I worked. After meeting the staff and looking around a little, they came up with this question: "What do you people do all day?" So this is what we told them.

The main responsibility of the Bureau of Secondary Curriculum Development is to help high school teachers do a superior job in the classroom. The Bureau prepares instructional materials in the form of syllabuses, handbooks and teaching aids in all curriculum areas for all high schools in the State. In an average year

Some of the Curriculum Bureau staff: (first row) Laura M. Shufelt, George K. Stone, Vivienne N. Anderson; (second row) Madeleine F. Coutant, Gordon E. Van Hooft.

it completes from six to ten bulletins aimed at the improvement of instruction in various areas.

The process of collecting, developing and assembling materials that are of real help to teachers is by no means a simple operation. First we must locate new techniques or practices that have been invented by someone and found effective, or we must devise them ourselves. Some of these are scattered through the professional literature but most exist in the minds of teachers who are usually too busy to write them down. The discovery and collection of these is the research phase of curriculum making. This step must be followed by the organization phase, which requires concentration, patience and real creative effort. A curriculum manuscript is often revised as many as a dozen times before it is finally ready for printing.

The first step of a curriculum project is usually the appointment of a committee of outstanding teachers who have already made important contributions within some area. Each staff member of the Bureau acts as chairman of one or more of these committees and assumes general responsibility for carrying the project to successful completion in line with committee decisions and recommendations. During the process the staff member usually does all or most of the writing and works in close cooperation with the personnel of the Bureau of Secondary School Supervision throughout the undertaking.

In order to carry on work of this kind successfully, it is necessary for us to have a very practical approach to curriculum problems and to have some capacity for expressing ideas in written form.

In this connection it may be appropriate to mention that every member of the staff has been a high school teacher for at least five years and the teaching experience of all staff members averages 14.6 years. Also, between us, we have written more than 20 books and more than 100 professional articles.

Besides the preparation of curriculum materials the Bureau also has the responsibility for handling the approval of locally developed courses, for helping to integrate the examinations program with the instructional program and for publishing the Secondary Education Division house organ, *Schools in Action*. We also keep busy in such other ways as answering correspondence, helping individual schools with their local curriculum problems and appearing on the programs of educational meetings.

"Well, I guess we'll be going now," said Uncle Herkimer. "We don't want to take up any more of your time."

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Award

New York State received an Award of Honor in the National Driver Education Award Program, sponsored by the Association of Casualty and Surety Companies. The award recognizes outstanding achievement in the development of driver education in the high schools of the State. According to the point-rating system used in setting the awards, New York ranked fourth in the Nation, with Oklahoma, Delaware and Massachusetts in top places.

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Speaks at Dedication

Joseph J. Endres, Chief, Bureau for Handicapped Children, spoke at the dedication, October 3d, of the new buildings at Lavelle School for the Blind, New York City.

Appointments Made to State Boards

A number of appointments to state boards were made by the State Board of Regents at its meeting September 25th.

Leigh St John, Binghamton, was reappointed to the Board of Examiners of Professional Engineers and Land Surveyors for a term of three years commencing August 1st. Mr St John has been a member of this board since May 1946.

James F. Fairman, New York City, was appointed to the Board of Examiners of Professional Engineers and Land Surveyors for a term of three years beginning August 1st. He succeeds David B. Steinman, New York City, who had served since July 1929. The Regents adopted a resolution of appreciation for the 24 years of service given by Mr Steinman to the work of this board.

Fletcher T. Ash, Rochester, was reappointed to the Board of Examiners in Podiatry for a term of five years beginning July 1st. Mr Ash has been a member of the board since July 1, 1948.

Dr Lincoln E. Field, Middleburg, was reappointed to the Board of Veterinary Medical Examiners for a term of five years beginning August 1st. Doctor Field has been a member of this board since January 1949.

John Wilde, Massena, was appointed to the Board of Examiners in Optometry for a term of five years commencing August 1st. He succeeds Clarence C. Rogers, Fairport, who has served on this board since 1936.

The Regents reappointed Alvin R. Jennings, New York City, a member of the Certified Public Accountant Committee on Grievances for a term of three years from July 1, 1953.

Chester W. DeMond and Arsene C. Bekaert, both of New York City, were appointed to the C.P.A. Committee on Grievances for terms of three years beginning July 1, 1953. They succeed William R. Donaldson and Simon Loeb, both of New York City.

Dr Ade Thomas Milhorat, New York City, and Dr J. Ernest Delmonico, Syracuse, were reappointed members of the State Board of Medical Examiners for terms of three years beginning August 1, 1953.

Dr John R. Pike, Albany, was appointed a member of the State Board of Medical Examiners for a term of three years beginning August 1, 1953. He succeeds Dr D. B. Thorburn, New York City.

Charles C. Jacobs, Holland Patent, was reappointed to the Agricultural Education Council for a term of five years beginning October 1st.

Several appointments were made to the Home Economics Council. Mrs William Golding, Cobleskill, was reappointed for a one-year term and Mrs Lynn F. Perkins, Luzerne, was reappointed for a two-year term. Martha Pratt, director of home economics education, State Teachers College, Oneonta, was appointed to complete the unexpired term of Mildred Sipp, Buffalo, which ends September 30, 1956. Raymond H. Ostrander, superintendent of schools, Mineola, was appointed to fill the unexpired term of Benjamin C. Willis, Buffalo, which expires September 30, 1956. Charles Brad-

ley, principal, Pitcher Hill Elementary School, North Syracuse, was appointed for a term of five years beginning October 1st. He succeeds Judge Victor Wylegala, Buffalo. Mrs Dorothy Barclay, New York Times, New York City, was appointed for a term of five years beginning October 1st. She succeeds Gerald H. Salisbury, Albany.

Mrs Hilton Dier, Lake George, was reappointed to the Advisory Committee for the School Lunch Program for a term of four years ending September 30, 1957.

The Regents also ratified the action of their committees which approved the following appointments made to state boards during the summer:

The following four members of the State Board of Dental Examiners were reappointed to that board, each for a term of three years beginning August 1, 1953: Samuel A. Isaacson, New York City; William B. Smith jr, Albany; Edward C. Weinz, Syracuse; Maurice N. Stern, Forest Hills.

Three members of the State Board of Examiners of Nurses were reappointed to that board, each for a term of five years beginning July 1, 1953. They are Cecilia T. Abrahamer, Albany; Ruby L. Bostwick, Syracuse; Eleanor W. Mole, Brooklyn.

Norman C. Lyster, Norwich, was appointed to the Medical Grievance Committee, to finish the unexpired term of Charles S. Lakeman, Rochester, resigned, until December 31, 1956.

Two reappointments were made to the Business Education Council, each for a term of five years beginning October 1, 1953. They were Stanley M. Kowalski, Rochester (office occupations), and C. Mossman McLean, Binghamton (distributive occupations).

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Anniversary of Powered Flight

As a part of the Nation's 50th anniversary of powered flight to celebrate the first airplane flight by the Wright brothers in 1903, a contest is announced to select four teachers in each State who best prepare and use instructional materials for aviation education in the classroom.

The theme of the contest will be the progress of aviation and its contribution to the Nation's welfare in the half-century of its existence. The objectives of the contest are to stimulate teachers to have their pupils engage in educational activities commemorating the 50th anniversary of powered flight; to further public awareness of aviation's implications to education; to recognize the work done by educators to develop air-minded citizens; to collect examples of techniques devised and used in aviation education.

Winners who present materials in each of four grade levels—primary, intermediate, junior high and senior high — will be selected by a state committee. Their selections in turn will be forwarded to the national committee, General James H. Doolittle, chairman.

The contest runs from September 1st through November 17th. It is open to any professional educator or student in a school of education. Winners will be awarded a three-day, all-expenses-paid air trip to Washington on December 15th.

Further information may be obtained from Roy G. Fales, Chief, Bureau of Industrial Arts Education, State Education Department, Albany.

Bond Issues Approved

The Board of Regents on September 25th approved 38 proposed bond issues for schools of the State. This action was taken in accordance with the requirement of the local finance law that the Board of Regents approve propositions for bond issues to cover school improvements in districts where the cost of such improvements would bring the bonded indebtedness over 10 per cent of the valuation of the district's real property.

The issues approved included the following:

Caledonia-Mumford Central School District, an issue of $9500 for the purchase of a school bus

Iroquois Central School District, an issue of $3,760,000 for a school construction program

Madrid Central School District, an issue of $400,000 for a school construction program

Mexico Central School District, an issue of $16,452 for the purchase of two school buses

Morris Central School District, an issue of $340,000 for the construction of an addition to the central school building ($280,000) and the construction of a school garage ($60,000)

Orchard Park Central School District, an issue of not to exceed $20,000 for the purchase of two school buses

Westfield Central School District, an issue of $1,883,000 for the construction and equipment of a new K–12 school

Lyndonville Central School District, an issue of $55,000 for construction of a bus garage

Union Free School District 18, town of Oyster Bay (Plainedge School), an issue of $2,550,000 for the purchase of land and the construction and equipment of grade school buildings

Union Free School District 19, town of Oyster Bay (Plainview School), an issue of $550,000 for the acquisition of three parcels of land ($255,000), the construction and equipment of a new elementary school ($300,000)

Alden Central School District, an issue of $43,000 for the construction of a bus garage ($23,000) and the purchase of two school buses ($20,000)

The Regents also ratified the action of a Regents committee in approving the following bond issues during the summer:

Altona Central School District, an issue of $5911.40 for the purchase of a school bus

Colton-Pierrepont Central School District, an issue of $9652.27 for the purchase of two school buses

Gouverneur Central School District, an issue of $3,650,000 for a school construction program

LaFayette Central School Distirict, an issue of $8471 for the purchase of a new school bus

Honeoye Falls Central School District, an issue of $68,268 for the purchase of school equipment and the improvement of school grounds ($60,000) and the purchase of a school bus ($8268)

Norfolk-Norwood Central School District, an issue of $19,900 for the purchase of three school buses

Union Free School District 1, towns of Aurora and Elma, Erie county, an issue of $925,000 for a school construction program and the purchase of an additional site

Approval was given for a change in purposes of bond issue for the city school district of the city of Mechanicville approved by the Regents November 21, 1952, the new purposes to include construction of an addition to the high school, including grading and improvement of site and original furnishings, equipment, machinery and apparatus, and other necessary expenses. The amount of the issue, $1,600,000, remains unchanged.

Shenendehowa Central School District, an issue of $59,400 for the purchase of nine school buses at $6600 each

Duanesburg Central School District, an issue of $8500 for the purchase of a school bus

Fabius Central School District, an issue of $13,318 for the purchase of two school buses

Hamburg Central School District, an issue of $2,698,000 for the construction of the high school, grading and improvement of site, purchase of necessary original furnishings, fixtures, equipment, machinery or apparatus

Central Square Central School District, an issue of $13,500 for the purchase of two school buses

Holland Central School District, an issue of $600,000 for the construction and equipment of classrooms, cafeteria and gymnasium addition to school building ($589,500) and the reconstruction of an existing school building to provide additional classrooms ($10,500)

Canastota Central School District, an issue of $18,000 for the purchase of two school buses

Spencerport Central School District, an issue of $7770 for the purchase of a school bus

Wayne Central School District, an issue of $9400 for the purchase of a school bus ($7200) and a station wagon ($2200)

Averill Park Central School District, an issue of $29,400 for the purchase of four school buses

Lansing Central School District, an issue of $26,000 for the purchase of two school buses and two station wagons

Phoenix Central School District, an issue of $10,600 for the purchase of a school bus

Sodus Central School District, an issue of $10,000 for the purchase of a school bus

Tioga Central School District, an issue of $14,000 for the purchase of two school buses

Schaghticoke-Valley Falls Central School District, an issue of $15,000 for the purchase of two school buses and two station wagon type school buses

Union Free School District 33, town of Brookhaven, Suffolk county (Center Moriches), an issue of $485,000 for the construction and equipment of a new school building ($260,000) and the construction and equipment of an addition to a school building ($225,000)

Union Free School District 13, town of Oyster Bay, Nassau county (Woodbury) an issue of $521,000 for the construction and equipment of a new school building and bus garage

Middleburg Central School District, an issue of $9000 for the purchase of a 61-passenger school bus

Union Free School District 2, town of Queensbury, Warren county, an issue of $19,000 for the purchase of three school buses

Union Free School District 13, town of Rotterdam, Schenectady county (Carman School), an issue of $25,500 for the purchase of three school buses

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Two Counties Redistricted

Two counties, Genesee and Jefferson, have been redistricted on orders of the Commissioner of Education, following surveys to establish whether the educational interest of the counties could be adequately served with a reduction in the number of supervisory districts.

The survey and reorganization in Genesee county followed the retirement on August 31, 1953, of Jared L. M. Uphill, formerly superintendent of District 2 of that county. The county has been reorganized into one supervisory district. George A. Barber, Batavia, who has been superintendent of the first supervisory district of the county, is superintendent of the sole district.

In Jefferson county the survey and reorganization was made following the death of Nelson J. Force, formerly superintendent of schools of the second supervisory district of that county. The four supervisory districts of the county were reduced to three and the towns of the county were organized, as of October 1st, into three districts as follows:

First district: towns of Champion, LeRay, Lorraine, Rodman, Rutland, Watertown, Wilna and Worth, under District Superintendent Earl B. French, Great Bend

Second district: towns of Alexandria, Antwerp, Orleans, Pamelia, Philadelphia and Theresa, under District Superintendent Elwood A. Forrester, Redwood

Third district: towns of Adams, Brownville, Cape Vincent, Clayton, Ellisburg, Henderson, Hounsfield and Lyme, under District Superintendent Earl B. Chisamore, Cape Vincent

Regents Grant Charters

Charter actions taken by the Board of Regents at its meeting, September 25th, included the following:

The Mohawk Caughnawaga Museum, near Fonda, Montgomery county, received an absolute charter to replace its provisional charter of April 22, 1949. This museum, a nonprofit, educational institution, was established "to conserve the archeological evidences of Indian culture and to promote an interest in and record the history of the Mohawk Indians and their neighbors and other people who have occupied the Mohawk Valley lands." It is housed in the Friary and Chapel of the Franciscan Fathers (Order of Friars Minor Conventuals).

An absolute charter was granted to the Rome Community Theater, Incorporated, at Rome. It will "produce plays, art exhibitions, and foster local interest in art and the drama by instruction in acting and other phases of the theater." The new nonstock corporation is an amalgamation of two local organizations — the Rome Theater Guild and the Rome Civic Theater.

Action was taken for three historical societies. The provisional charter of the Adirondacks Historical Association, Inc., at Blue Mountain Lake, was extended for one year. Absolute charters were granted to the Historical Society of Bristol, Ontario county, and the Oulehoudt Valley Historical Society, Franklin, Delaware county.

The Rose Garden Nursery School, Inc., Rome, situated in the Rose Gardens housing development, Rose Lane, received a provisional charter valid for five years.

Action was taken for two libraries of the State. The provisional charter of the Hyde Park Free Library, Hyde Park, was extended for five years. A provisional charter, valid for five years, was granted the West Winfield Free Library, at West Winfield. This is a village public library.

The charter of the Ann-Reno Institute, New York City, was extended for three years from February 28, 1952. The institute was organized as a teaching institution in the field of early childhood education.

The Nassau School of Music, Hicksville, was granted a provisional charter valid for five years. The school gives individual and class instruction in instrumental music and related subjects, and will promote and produce musical productions and entertainment.

A provisional charter, valid for five years, was granted the Nazareth Technical Institute, Inc., of New York City. The purpose of this nonstock corporation is "to cultivate, promote, foster and develop a proper understanding between Capital and Labor of their respective obligations and rights, by establishing and maintaining under Catholic auspices, schools for the technical education and training of boys and girls in the applied arts and sciences, integrated with a training in the obligations and rights of employers and employes, and by promoting good will and cooperation among the essential elements of industrial production through appropriate activities in shops and business enterprises."

The Regents also ratified the action of their charter committee which took the following actions during the summer:

Parkside Nursery School and Kindergarten, Inc., 1509 Morris avenue, New York City, received an absolute charter to replace the provisional charter granted July 16, 1948.

The Empire State FM School of the Air, Syracuse, received an absolute char-

ter to replace its provisional charter. This organization coordinates broadcasts of programs to elementary schools over a 20-station network.

The charter of the Public Education Association, New York, was amended permitting increase in the number of trustees.

The Buffalo and Erie County Public Library received an absolute charter. The library is a consolidation of the Erie County Public Library, the Grosvenor Library and Buffalo Public Library.

LaSalette Seminary, Altamont, received a provisional charter, valid for five years, as a junior college with authority to conduct courses of study leading to the degree of associate in arts.

Elmira College was granted amendment to its charter to provide for a change in the number of trustees and their election.

Holy Trinity Orthodox Seminary, Jordanville, Herkimer county, received an extension of its provisional charter for three years from July 16, 1953.

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Degree Authorized

The City College of the College of the City of New York was given authority September 25th by the Board of Regents to grant the degree of Master of Public Administration (M.P.A.) to students completing courses of study for that degree.

By amendment to the Regents Rules, the Regents also added the degree of Master of Industrial Design (M.I.D.) to the list of qualified degrees in course.

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Bus Requirements Changed

The Board of Regents on September 25th approved amendments to the Regulations of the Commissioner of Education covering standards and specifications for school buses. It is now acceptable for school districts to purchase buses with automatic transmission gear shifts and with marine type plywood flooring as well as the presently required metal floor.

Secondary School Actions

The Board of Regents on September 25th admitted Levittown Memorial High School, Levittown, to The University of the State of New York as a six-year high school.

School of Industrial Art, New York City, was admitted provisionally to The University of New York as an industrial high school (four years). It is understood that more satisfactory housing will be provided for the school within five years.

Parishville-Hopkinton Central School, Parishville, and Bolton Central School, Bolton Landing, were advanced in grade to full four-year high schools.

The Regents changed the names of schools as follows:

Mount Morris High School, Mount Morris, to Mount Morris Central School

Shrub Oak Central School, Shrub Oak, to Shrub Oak School

Waterville High School, Waterville, to Waterville Central School

Educational Notes

Survey Reveals Building Shortage

More than 207,500 children out of approximately 1,000,000 attending public schools in upstate New York were affected by the necessity for using other than regular school buildings because of increased enrolment, during the school year 1951–52.

This number of children had to be cared for either in buildings other than regular school buildings or through the utilization of other than classroom space in a school building, such as the auditorium, cafeteria, gymnasium or library. Some were cared for by increasing class sizes or by organizing double or triple sessions. A large number of children were housed in churches, residential property, club rooms and business property.

These figures are based on the results of a study made by the Bureau of Statistical Services of the State Education Department.

While the study of the use of other than regular classrooms to house the increased school enrolment was made during 1951–52, statistical authorities in the Education Department believe that conditions were relatively the same during the school year 1952–53 and are about the same at present.

Total enrolment in the public schools of the State, including New York City, increased from 1,978,000 in 1951–52 to 2,087,000 in 1952–53.

School enrolment in New York State has been increasing heavily for the past five years, the incidence of the increase falling largely in the villages and supervisory districts of the State. Most of this increase has, so far, affected only the lower elementary grades.

Long Island schools, particularly those in Nassau county, have experienced an extraordinary influx of school children. Some cities have seen little or no growth within their own district boundaries but have seen large suburban areas develop.

In spite of the upswing in the number of children attending school, school building construction has lagged for a number of years. During the war and for some time thereafter building programs were restricted because materials were short and because of increased costs.

Of the total number of children attending school in New York State in 1952–53 more than 2,000,000 were in the public schools and approximately 620,000 were in private and parochial schools.

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College Summer Enrolments

Total enrolments in 1953 summer sessions at colleges and universities and junior colleges of the State were 78,488. The total enrolments at these institutions in the summer of 1952 were 77,659.

The State University of New York had the largest enrolment with 22,888, which does not include enrolments at the three state colleges at Cornell, at the two medical colleges and at five agricultural institutes.

The enrolment at the College of the City of New York was 13,503. New York University had 13,816 and Columbia University, 10,122.

Dr J. Cayce Morrison Retires

Dr J. Cayce Morrison, Coordinator of Research in the State Education Department, retired October 1st and has accepted an appointment by Dr William Jansen, superintendent of schools of New York City, as director of a program seeking to improve the teaching of Puerto Rican children in the New York City public schools.

Commissioner Wilson expressed regret at Doctor Morrison's leaving.

"I know of no other man in education in this State who has contributed more to the excellence of our system of schools than Doctor Morrison," he said. "Both as Assistant Commissioner for Elementary Education and as Coordinator of Research, Doctor Morrison's national reputation has enhanced the prestige of New York State. The New York State Education Department will miss his leadership."

Superintendent Jansen said: "I am immensely pleased that Doctor Morrison has accepted the directorship of this project."

During recent months, Puerto Ricans have been entering New York City at the rate of more than 1000 a week. It is expected that this rate will continue. Since Puerto Ricans are American citizens and have the right to vote upon the satisfaction of state and local residence requirements, their reception and treatment in the United States is a matter of paramount importance. The chief agency for helping them adjust to their new environment is the public school system.

The program will be concerned with the development and evaluation of effective methods, materials and organization for helping Puerto Rican children to learn English and become quickly adapted to American schools; and with helping their parents gain more rapidly an effective adjustment to the community and of the community to parents and children. The outcomes of the program will be made available to schools in other communities facing similar problems. The program will be financed by the Fund for the Advancement of Education.

Dr J. Cayce Morrison

Doctor Morrison first came to the State Education Department, on completion of his graduate study at Teachers College, Columbia University, to develop a new program in educational measurements. From this work later developed the Divi-

sion of Educational Research. In 1923 he went to Ohio State University as professor of school administration, returning to the New York State Education Department three years later as Assistant Commissioner for Elementary Education. Through a state-wide program to determine the cardinal objectives of elementary education, he helped New York State to become a leader in developing organization, methods and materials adapted to the needs of individual children.

In 1937 the Regents created the office of Assistant Commissioner for Research and placed Doctor Morrison in charge with responsibility for developing a continuing inquiry into the character and cost of public education in New York State. In this capacity he was responsible for supervision of the Division of Research, the Bureau of Statistical Services and special projects requiring staffs recruited in part from other divisions of the Education Department and from schools and colleges. The Department's permanent staff in research and statistics has increased from 16 in 1938 to 63 in 1953; and for the past ten years the number of temporary staff members employed at any one time has ranged from five or six to more than 50.

Among the large-scale research programs involving both regular and special research staffs have been the appraisal of the curriculum experiment with the activity program in the New York City elementary schools; New York State's needs and resources for higher education; an inquiry into the need for a new type of Intermediate School District in New York State; a survey of vocational education in New York City public schools; and a comprehensive survey of Buffalo's public schools. Probably the most ambitious special project was planned during the past year and launched September 1, 1953, under the title: "The Cooperative Development of Public School Administration in New York State." This project has the cooperation of the State Education Department, the Council of School Superintendents, the State Association of Central School Principals, the State Teachers Association, the State Association of School Boards and the Cooperative Program in Educational Administration of Teachers College, Columbia University.

On the national scene, Doctor Morrison has served as chairman of the editorial board of the Review of Educational Research and as chairman of the board of editors for preparation and revision of the Encyclopedia of Educational Research. For several years he has been the Commissioner's representative on the Study Commission of the National Council of Chief State School Officers and is now serving a second term as a member of its planning committee. In the winter of 1951–52 he served under appointment by UNESCO as technical adviser on educational administration and finance to the Government of the Philippines. His report has been lately published by the Philippine National Government.

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Staff Changes

Harold Wassmer was appointed permanently as assistant in industrial education, August 1, 1953.

Myrna Lapidus and Laura Ehman were appointed permanently September 1st as assistants in home economics education.

Francis T. Ryan, associate in school business management and a member of the staff of the Bureau of Field Financial Services since 1946, resigned September 8th to assume duties on the staff of the Chateaugay Central School.

Geoffrey E. Maclay Retires

Geoffrey E. Maclay, associate education supervisor (industrial services), leaves the Division of Industrial Education through retirement effective October 28, 1953. He joined the staff November 16, 1928, and is completing 25 years of state service.

He will join the staff of the personnel department of the American Locomotive Company as supervisor of management development services.

Geoffrey E. Maclay

Mr Maclay entered the Naval Reserve upon graduation from Cornell University in 1917 and terminated his service in 1919 as lieutenant junior grade. Following active service with the Mediterranean Fleet in the First World War, he was employed by Bethlehem Steel Corporation, E. I. Dupont de Nemours, Dunlap Tire and Rubber Company, Firestone Company and Sun Oil Company in managerial, personnel and sales positions.

During his state service he was assigned to a variety of activities, including preparation of courses of study and training bulletins for industrial relations, accident prevention, personnel administration, and management development training; he was regional supervisor of the War Training Program and performed a wide variety of other duties relative to industrial relations and vocational-industrial education.

Since the retirement of the late Arthur L. Mann, Mr Maclay has had complete responsibility for the management development program of the State Education Department.

His work in the program included assistance to industrial organizations in analyzing training needs, selection and training of line executives, evaluation of training programs and planning for future needs.

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Regents Ban Communists

(*Concluded from page 36*)

the district superintendent, may then be filed with the Commissioner.

Counsel for the Department has been informed by the attorney who represented the Communist Party at the hearings before the special committee of the Board of Regents, that further court proceedings are about to be instituted relative to this decision and that an application will be made to the court for a further stay of action growing out of the listing of the organization as subversive. It is expected that such court action may be instituted within a short time and if a stay is granted general notice will be forwarded to all superintendents.

New Department Publications

New Helps for Teachers

Citizenship Education, Grades 7, 8, 9. Curriculum Leaflet No. 2. Bureau of Secondary Curriculum Development

Presents the scope and sequence of the New York State citizenship education program in grades 7, 8 and 9. Contains a revision of the content that has constituted the junior high school sequence since the early 1940's, presented in outline form, following a chronological pattern. These revisions replace the content outlines in Bulletins III-7 (Community Life), III-8 (Our American Heritage) and III-9 (The Economic World.) At each of the three grade levels, appropriate materials are introduced to make pupils aware of their responsibilities for civil defense in schools and communities.

Science Equipment Inventory. A Check List of Apparatus and Supplies for the Secondary School Program in Science. Curriculum Leaflet No. 3. Bureau of Secondary Curriculum Development

Arranged to assist the science teacher to take the annual inventory of supplies and apparatus and to order replacements for the following year, with check lists for each field in the science program.

Counseling Services of the Homemaking Teacher

"The guidance program in any school is strong only as each teacher contributes to it by his awareness of and constructive aid to pupils' problems and aspirations," says the foreword. This bulletin, prepared by the Bureau of Home Economics Education of the Department, gives specific suggestions to homemaking teachers for studying pupils as individuals and for using some techniques of informal counseling. A section is devoted to preparation for wage-earning by helping pupils in homemaking courses to prepare for a job and adjust to work situations. Vocational opportunities in home economics are indicated for those who want an immediate job as well as for those who plan to obtain professional and semi-professional training.

An appendix lists colleges offering degrees in home economics and technical and special schools offering training in that field. Brief bibliographies on vocations in home economics and on guidance and counseling are included.

Literacy Testing and the Issuance of Certificates of Literacy

Contains the principal sections of the Election Law and the Rules of the Board of Regents pertaining to literacy qualifications for voting. Included also are the Regulations of the Commissioner of Education relative to the conduct of the test and the issuance of certificates, together with general information.

Rural Leadership and Service. A Study of the District Superintendency. Part II, Structure

This is the final report of the Committee on the Changing Status of the District Superintendency, appointed at the 1949 conference of the New York State Association of District Superintendents of Schools to conduct a joint project of that association with the New York State Education Department and the Cooperative Project in Educational Administration, Teachers College, Columbia University. William R. Buell, district superintendent of the third supervisory district of Erie county, is chairman of the committee.

This report is presented as a series of charts on the basic structure of the district superintendency needed to perform the functions of the office. The first re-

port, published in 1951, dealt with the functions of the district superintendency.

Each report is published as a guide for the district superintendent to study individually and to use for discussion with lay and professional leaders in his area.

New publications in vocational curriculum materials prepared in the office of the Bureau of Vocational Curriculum Development and Industrial Teacher Training include the following:

Apprentice Training

Machinist Apprentice II. Related information. $2

Machinist Apprentice III. Related information. $2.25

Machinist Apprentice IV. Related information. $2.40

Electrical Apprentice I, II, III, IV. Answer book. $1.25

Vocational-Technical Basic Series

Basic Mathematics II. $2.50

Vocational Agriculture

Farm Purchasing and Marketing. A study unit. $1.60

Quantity Cooking — Soups, Salads, Sandwiches. $1.50

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New Museum Leaflet on Iroquois

Teachers of many grade levels will be interested to learn that the Indian History of New York State Part II — The Iroquoian Tribes by Dr William A. Ritchie, State Archeologist, is now available from the Education Office of the New York State Museum, Albany 1. Number 7 in the Museum's Educational Leaflet Series, this 20-page illustrated leaflet is available free to New York State teachers. It should be kept in mind, however, that this series has been written to provide source material for teachers and is not available in quantity for direct pupil use.

Doctor Ritchie has given, in well-organized fashion, a lucid account of both the prehistoric and historic Iroquois. Although the descriptions in this leaflet are confined to the original Five Nations of New York, much of the information given applies also to the northern Iroquoian tribes as a whole, whose distribution about 1600 A. D. is shown on an accompanying map. The author discusses the extent of Iroquois culture and theories of the origin of the Iroquois, their physical appearance, villages, food, tools and utensils, ornaments, clothing, social and political organization, their method of warfare, ceremonialism and finally an account of the Reservation Period. A table listing the principal Iroquois reservations in Canada and New York has been included.

Supplementing the text itself are an attractive cover illustration, the map already referred to and four plates of Iroquois artifacts. Here are pictured some representative stone and bone tools, ornaments, clay pipes, metal jewelry, wooden utensils, baskets and ceremonial objects of these aboriginal craftsmen from the New York State Museum collections. These excellent drawings should prove very valuable for a variety of teaching purposes.

The State Museum expects to publish eventually a third part in this Indian History of New York State which will deal with the Coastal Algonkian Tribes.

Book Reviews

Stendler, Celia, & Martin, William. Intergroup education in kindergarten-primary grades. Macmillan. New York. 1953

The authors describe their book as a volume about prejudice, and they attempt to point out some of the ways in which progress may be made in eliminating prejudice in young children. It is a short volume (151 pages) and is written in an informal style which makes it pleasant reading.

The first chapter deals with the development of children's attitudes, pointing out that many or most of their feelings and beliefs are acquired in the home situation. The authors state, on the basis of one study made by Harris, Gough and Martin, that "children who were highly prejudiced came from homes in which authoritarian attitudes and methods of child rearing were dominant." The implication is clearly made that parents who are strict and firm with their children are contributing to the growth of prejudices, an implication with which many people might take issue.

The remainder of this work deals with the what and how of classroom activities which will help to break down prejudice. Many concrete, practical examples are given, making this a book which could be a valuable resource for elementary school teachers and administrators.

HOWARD O. YATES
Assistant, Bureau of Elementary Curriculum Development

Knapp, Robert. Practical guidance methods. McGraw-Hill. New York. 1953

This new book reflects trends, stresses techniques and emphasizes the needs of individual pupils for the purpose of assisting the counselor, the teacher and the administrator in planning and/or directing adjustive services and processes for the individual.

It is an excellent, practical approach for "pointing up" practical guidance methods.

The author has described the duties of a counselor in an "over-all, deep-rooted" manner. Some of the duties discussed are learning about pupils from parents, through test results; use of cumulative records; counseling; orientations; gathering occupational information; coordinating services and the follow-up of pupils.

The information in this book comprehensively covers adjustments and methods affecting the growing-up process. Each chapter has a good bibliography. The cross reference of materials pinpoint topics.

In the opinion of the reviewer this book may prove to be very useful to counselors, teachers and administrators.

LOU B. UTTER
Assistant, Bureau of Guidance

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Curriculum Materials

New vocational curriculum materials are listed under New Publications, pages 54–55 of this issue.

Descriptive folders giving prices, the complete list of manuals in each training area and information for ordering will be sent upon request to the Bureau of Publications, State Education Department, Albany 1, N. Y.

A report consisting of 23 charts, 8½" x 14", suggesting how available curriculum materials may be used in different trade subject areas, is available to administrators and supervisors of vocational programs upon request to the Bureau of Vocational Curriculum Development and Industrial Teacher Training of the Department.